

The American Observer

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends. -- James Monroe

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NOVEMBER 6, 1939

Education Week Is Observed in Nation

Marked Progress Has Been Made in Providing Educational Opportunities for All

SERIOUS PROBLEMS REMAIN

United States Still Far Short of Realizing Objectives Outlined for Education

In the September 11 number of *THE AMERICAN OBSERVER*, the Editorial Board set forth a 10-point program for America—an outline of 10 general problems which should be dealt with intelligently and effectively in order that the nation might be strengthened and in order that the American people might be happy and secure. Since then we have carried articles in which we have discussed several of these points or problems separately. It seems appropriate that at this time—National Education Week—we should take up the problem having to do with education; that is, with the providing of educational opportunities for all the youth of America.

Education for All

Much has already been done in the effort to reach the goal of education for all. Our record of achievement is impressive. Not only do nearly all the children in the United States go to elementary school, but about two-thirds of all persons of high school age in the country are actually in attendance. No other nation in the world can boast of a record like this.

The great achievements which have been made in education prove what *can* be done when we become convinced as a nation that education pays, and when we set ourselves to the task of furnishing at least a high school education to all our youth.

Grateful as we may be and as we should be for all that has been achieved, however, we should not at this time become complacent. We should not be satisfied. The reason is that at least a third of the young people of high school age are now not in school. They are not enjoying the opportunities of continued education. We can see a little more clearly what this means to boys and girls of different age levels when we examine the figures brought to light by the American Youth Commission in its study called "Youth Tell Their Story." This study was made of the young people of the state of Maryland, which is regarded as a typical American state.

The American Youth Commission finds that in this typical state one-third of all boys and girls 16 years of age are permanently out of school; one-half of the 17-year-olds are out; and only one-fourth of the young people of the age of 18 are in school. This would not be such an alarming situation if these young people had left school to go to work. But they have not. Of all those who were out of school, only one-third were employed full time.

This is a serious picture of lack of equality of opportunity among the young people of the nation. Not only does it mean that a very large proportion of young men and women in America are failing to get as much education as others obtain, but it means that they are suffering from the anxiety and unhappiness which comes when a person is unoccupied either at school-work or at a job. It means that a large proportion of them are idle. And when one is idle, without work, without opportunity, without educational advantages, he is far more likely to fall into a life of

(Concluded on page 8)



MURPHY HIGH SCHOOL, MOBILE, ALA.

EDUCATION PREPARES YOUTH FOR ITS FUTURE

A Student Code

It is appropriate that students, whether in high school or college, should observe National Education Week by studying and discussing the problem of extending educational opportunities to all American youth. Certain aspects of that problem are outlined elsewhere in this paper. But each student may well give thought, also, to the consideration of his own course and to reflection concerning the means by which he may most effectively measure up to his responsibilities through his own personal conduct. In the hope of stimulating such reflection we reprint from *THE AMERICAN OBSERVER*, September 12, 1938, a Student Code, prepared by a committee of the National Association of Student Officers, and recommended to the consideration of American students:

I realize that, as a student, I owe an obligation to parents or relatives whose sacrifices have given me the foundations upon which I am building, to the school which offers me an opportunity to develop my natural powers, to the community which makes possible my educational advantages, to my country which gives me liberty under law, and to my own future as an individual and a citizen.

In keeping with my determination honorably to discharge this obligation, I promise:

That I will use the facilities offered by the classroom to enlarge and broaden my interests, to increase my knowledge, to bring me closer to Truth, and to cultivate habits of industry and sound thinking.

That I will broaden my sympathies and practice the arts of sociability, true friendliness, and helpfulness in my home, in the school, and in all my associations, avoiding snobbishness in my own conduct and condemning it in others.

That I will develop habits of reading and conversing which will broaden my culture and enable me better to understand the problems of community, state, and nation.

That I will carry on discussion in and out of the classroom, not to overcome opponents and gratify my pride, but that I may grow in knowledge and wisdom.

That I will avoid every form of cheating or dishonesty and will undertake to discourage all dishonorable practices.

That I will obey every rule or law of school, city, state, and nation, reserving the right to criticize rules and laws constructively, but respecting them so long as they prevail.

That I will use my powers and influence for the common good.

That I will pursue happiness myself and strive to establish conditions under which happiness and opportunity may be hopefully pursued by everyone in my home, my school, my community, my country, and the world.

Rise in Trade With Latin America Seen

War in Europe Leaves the United States in Favorable Position in Latin America

OBSTACLES ARE NUMEROUS

Situation Requires Statesmanship and Tact if Stable Trade Is to Be Developed

From a purely American point of view, one of the most important effects of the European war to date has been the great change which it has wrought upon the markets of Latin America. Germany, our more vigorous and enterprising rival in those markets, has been virtually eliminated—both as a buyer and as a seller—by the British blockade. The industries of Great Britain are now racing so feverishly to turn out domestic necessities and war materials that little in the way of British manufactured goods can be exported, even though purchases in the Americas are maintained. Thus a second rival is hard-pressed. The same is true of France. Even Japan is slipping. Because of her exhaustive war in China, apparently, her last year's Latin-American trade declined to little more than half the figure of the previous year.

What It Means

What, actually, does it all mean? Warring nations—all except Germany—will undoubtedly try to keep up their purchases of important goods in Latin America. But, unable to export much, they will have to pay in gold, currency, or I.O.U.'s. When Latin Americans want to turn their profits into manufactured goods, comforts, luxuries, and so forth, they will have to turn to the United States. It happened during the last war, and it will probably happen again. This, then, is an opportunity, for Latin America is a valuable market. It offers 121,000,000 customers in 20 republics, spread out over an area of nearly 8,000,000 square miles, the total value of whose annual trade approximates the impressive figure of \$4,000,000,000. We are thus put in the position of what one writer has described as that of a neighborhood general store whose chief rival down the street has been put out of business.

Trade between the Americas, of course, is already substantial, with the United States far out in the lead of all other powers. From Latin America we obtain nearly all our imports of cigar leaf tobacco, coffee, sodium nitrate, and flaxseed; about two-thirds of our copper, cane sugar, and cacao; and from one-third to one-half of our imports of sisal, raw wool, hides, and skins. Latin America buys from us, on the other hand, considerable in the way of automobiles and parts, farm, electrical and agricultural machinery, cotton manufactures, wheat, flour, iron, steel, locomotives, and aircraft. The total value of trade between the United States and Latin America amounted last year to \$1,960,528,295—or more than one-fifth of our total foreign trade, and approximately one-half the value of our total investments in Latin America.

So far so good. That it is desirable to expand our trade with Latin America along the lines of the Monroe Doctrine and the Good Neighbor policy nearly everyone will agree. It is an important part of our national policy, and it entails a great deal more than snatching away trade from a less fortunate competitor, for trade and diplomacy generally go hand in hand. An in-

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THE MASSES—TOOL OF DICTATORSHIP

Conditions Giving Rise to Fascist State Analyzed in Excellent Book

AT a time like this, when Americans are examining more critically than ever the meaning of democracy, the attempt is being made in many quarters to understand conflicting systems of government which in other lands have destroyed democracy. They are trying, for example, to answer the questions relating to the rise of fascism. Under what conditions do the people turn to fascism? Is it true that fascism is used as a blind by businessmen to further their own interests? Are there any conditions in the United States which would indicate that a fascist movement might make headway here? These are but a few of the questions which inevitably arise in connection with discussions on the general subject of fascism.

One of the most thoughtful books on the nature of fascism, both as it applies to the fascist nations of Europe and as it concerns the future of the United States, is Stephen Raushenbush's "The March of Fascism" (New Haven: Yale University Press, \$3). The author is not concerned with the philosophical origins of fascism, nor with the abstract theories of the movement. What he undertakes to do is to examine the conditions which give rise to fascism and then to tell how the fascist state actually operates.

Mr. Raushenbush, on the basis of his examination of fascism abroad, believes that those who hold that America is immune from fascism are deluding themselves. "There is material enough, and to spare, for the making of a purely American fascism today." Among the elements which the author regards as dangerous are a growing racial intolerance, a divided labor movement, antagonism between various classes of the population, some groups even going so far as to resort to violence against others. But by far the most dangerous condition is the breakdown of the economic machine which results in unemployment and insecurity to large sections of the population. Here is what Mr. Raushenbush says about the importance of the economic element:

"The one general conclusion which can be drawn from the pre-Fascist era in Europe

is: To stay democratic a state must meet adequately certain fundamental demands of its people. Fascism comes by default. While it can be aided by members of the wealthier groups of society, its driving force comes from the lower middle classes who feel insecure, disinherited, abandoned by the state. When the state stops moving, stops giving its citizens a sense of motion, of endeavor, when it accepts a huge unemployment as normal, for example, the people start deserting it. The man who comes along with a promise of a future for youth, jobs and security for the older people, can then secure their assent to his destruction of liberty. Fascism is not simply dictatorship, it is dictatorship with mass support."



STEPHEN RAUSHENBUSH

anti-fascism, as the late Huey Long once declared. Certainly it is not likely to take the form of the gallant leader on a white horse with his storm troopers and all the trappings of the European variety of fascism.

If the United States can succeed in solving the economic problems of our time, especially if it can raise the living standards of the masses, reduce unemployment to a minimum, and offer a degree of security to the people, it will have removed the basic conditions essential to a fascist movement. But if it cannot, there is serious danger of an American fascism. "It is clear that democracy is not self-perpetuating in nations which fail to offer livelihood and hope to their citizens," the author contends. "People who prefer security and food with freedom will in time vote for food and security without freedom rather than for an endless prolongation of misery or humiliation. In nations such as the United States, which have a long democratic tradition, the resistance will be greater than in other nations. But no democratic nation which fails to meet the elemental physical and spiritual needs of the great majority of its citizens can expect to hold their loyalty forever. The crucial fact here is that half of the people of the United States will probably be on relief after six months of another major depression. And since we have piled up so much contempt for 'reliefs' by now, we can be quite sure that a larger majority of that half will refuse to stand for a government which puts them on relief, subject to that contempt. . . . We have come to the days when we must successfully rival fascism or expect to pay, sooner or later, for our defaults."

- Straight Thinking -

IX. Inconsistent Reasoning

A WELL-KNOWN writer and lecturer spoke recently before a group of newspapermen and legislators in the city of Washington. He spoke sympathetically of Russia; did not approve all that the Russians are doing, but in general displayed a favorable attitude toward them. At the same time, he was pronounced in his opposition to Germany. He thought it necessary that those in control in Germany be defeated before there could be peace and progress in Europe. His reason for thinking the Nazis must be ousted was that their methods were so brutal. He referred to the purges, the political murders, the concentration camps, the persecutions.

When the time came for discussion from the floor, someone asked whether the same cruelties had not been practiced in Russia. He replied that the Russians had been cruel and brutal at times but that the Soviet regime should not be wholly condemned for that. He said that cruelties and brutalities had been practiced during the French Revolution and that despite these brutalities it was the general opinion today that the French Revolution had rendered great services to humanity.

From the floor came another question: "Why not apply the same rule to Germany? If brutalities could be excused when committed by the Russians, why condemn the Germans outright for similar cruelties?" His reply to this question was that there was a difference between Germany and Russia; that the methods of both were brutal but that the Russian objectives and purposes were more humane.

What was the trouble with this speaker? The trouble was that he had not thought things through. He acted on his emotions rather than on reasoning. He had no confidence in Germany and his sympathies were against that country. But he had not thought clearly concerning the reasons for this position. At first he spoke as if his

reasons for opposing Germany were that the Germans were cruel and inhumane in their methods. But when it was called to his attention that the Russians whom he liked were guilty of similar practices, he shifted his ground. No longer were the Germans to be judged by their practices. He could not hold to that position, for if he did he would also convict his friends, the Russians. So he had to find another charge against Germany, and he fell back on the idea that German purposes were not good.

Now this speaker might logically and consistently have taken either one of the two positions which he took. It is quite possible for one to be shocked because of the inhumane practices of the Germans. Many people believe that because of such practices the Nazis are unworthy of confidence. But if one holds to the view that the assassination or imprisonment of minorities is a bad thing in Germany, he is inconsistent if he excuses such practices in Russia or any other country.

Many people do as this speaker did. They act on impulse. In some way or other they come to have a friendly feeling for one nation or one party or one idea, and an unfriendly feeling for opposing nations or parties or ideas. Once having taken this position, they defend those whom they favor on all conceivable grounds. Nothing which they do is bad, and nothing which the opposing groups do is good. Those who take positions of that kind are in a constant state of confusion. Either they are unable to engage in straight thinking and to understand what the reasons are for the positions they take, or else they do not take the time to think things through. One who is wise will not fall into this kind of trap. If he favors any nation or group or party, he will know why; and he will not be obliged to shift his ground when questions are raised.

What the Magazines Say

GEORGE FIELDING ELIOT is well known in the United States as an authority on military affairs. He has not only served as a major in the Military Intelligence Reserve, U.S.A., but he has also written several books on national defense, including "The Ramparts We Watch" and the recently published "Bombs Bursting in Air." Now he has just returned from several months spent in Europe doing correspondent's work. All of these qualifications make his current article, "American Military and Foreign Policies," in the November *Harper's* a valuable source of information in answering the question: What shall we do about national defense?

Major Eliot is convinced that the only way to peace and security for the United States lies in complete military preparation. He says:

"The military policy of an America which desires to remain at peace, which harbors no aggressive designs against its neighbors, is chiefly concerned with making the risk of at-

are our ramparts and take upon ourselves the burdens and dangers of new continental frontiers, whether these frontiers be ours or those of others. We cannot stand guard on the oceans, and at the same time on the Alps and the Rhine. . . . Certainly the first requisite for a strong and wise policy, and one which shall at any given moment be able to choose its course with a single eye to the best interests of the American people, is freedom of action—and it is precisely the boon of freedom of action, of time to think things through, which sea power confers upon its happy possessor."

The editors of *The New Republic*, writing in their November 1 issue in an editorial, "India: Britain's Acid Test," think that Great Britain's refusal to consider the question of India's independence is an indication that her motives in the war have as much or more to do with preserving her empire as in promoting ideals of freedom. India, they point out, was promised her freedom in the last war only to have it refused at the conclusion of peace.

Regarding India herself, these critics write: "India today is in a sober and realistic mood. The agitation for complete independence has been tempered in recent years, by Japan's imperialistic aims and by the possibility of enforced inclusion in the USSR. . . . India, in other words, is in a mood to cooperate loyally in the effort to work out a genuine status of reasonable autonomy within the Empire."

Connecting the whole episode with the turn of international events, these writers say:

"If the viceroy's word remains the final one, millions of people throughout the world, and in the United States in particular, will feel that the pretensions under which Great Britain has announced that she is fighting this war will have a singularly hollow sound."

Answer Keys

Do You Keep Up With the News?

1. (a); 2. Vyacheslav M. Molotov; 3. (d); 4. Poland, Russia, Lithuania; 5. "mobilization"; 6. slow-down; 7. (c); 8. (b); 9. (a); 10. the International Postal Union; 11. (b); 12. Finland; 13. (d); 14. the Wages and Hours Division of the Department of Labor; 15. old-age pension plans; 16. true.

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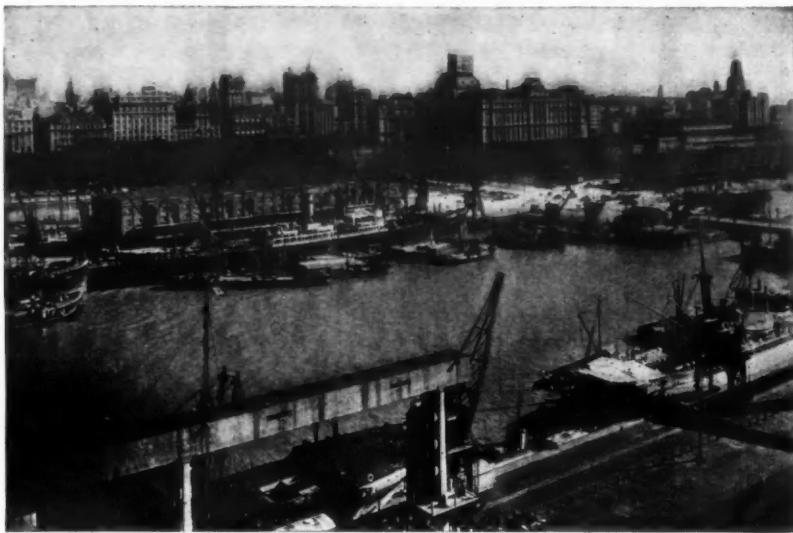
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A SECTION OF THE PORT OF BUENOS AIRES, ARGENTINA

U.S. Seeks Methods of Increasing Commerce with Latin America

(Concluded from page 1, column 4)

Increased market in Latin America would mean more exports, more business, more prosperity, and less unemployment in the United States. It will be a good thing all around. But it is not so simple as it looks. There are a number of obstacles, and many pitfalls, as a brief review of our World War experience will show.

During World War

In the summer of 1914, the United States, Great Britain, and Germany between them bought more than one-half, and sold nearly two-thirds of all goods moving into and out of Latin-American markets—a situation which bears a striking parallel to the summer of 1939. Then—as recently—British trade was declining, while German trade was gaining. When war came, the British blockade soon reduced German trade to zero (as the charts on this page reveal). England kept up her purchases, but not her sales. As a result, Latin America turned to the United States for its purchases, and our share of the trade soared from \$347,000,000 in 1914, to \$1,128,000,000 in 1919. At the peak of this trade boom, we monopolized more than half of Latin America's trade.

But what happened to this trade? As soon as the war was over and other competitors appeared again in the field, it began to slip through our fingers, and it continued slipping until the lows of 1933-34 were reached. England made a moderate recovery, and Germany came back once again to regain her old position.

All in all this war trade boom did little good. While large profits were realized for a short time, much damage was done to American prestige in Latin America. Irresponsible and fly-by-night firms in the United States undertook to fill large orders. Caught unawares and unprepared, exporters were unable to handle the business. Shoddy goods were sold at high prices. Deliveries were wildly erratic.

All this aroused great resentment south of the Rio Grande. Latin Americans felt that the United States had taken unfair advantage of them. Nor were their feelings soothed by the activities of the United

States government during that period, in using its marines, bombs, and machine guns in "restoring order" in Haiti, Santo Domingo, and Mexico, and in otherwise interfering with the affairs of other states. The fear and dislike of "Yankee imperialism," whether justified or not, was rife from the Mexican border south to Cape Horn.

An important question today, then, is how a repetition of this unfortunate state of affairs may be avoided. On a number of points the outlook is much brighter. The worst phases of "Yankee imperialism" have been abandoned, with the consent of all concerned, and replaced by the Good Neighbor policy. This had won for us some friends, and allayed many—if not all—suspicions. American export firms are far better prepared for a sudden expansion today than they were in 1914, when they lacked experience and a working knowledge of how such trade should be handled. They are also agreed that shipping shoddy goods at exorbitant prices does not pay in the long run.

German Approach

Latin Americans, on their part, have learned through experiences with Germany that all that is evil does not necessarily come from the United States. Although they welcomed the return of German trade, Latin-American traders and governments have become increasingly exasperated with German methods, in recent years. German traders insisted upon a barter system (so many tons of Brazilian coffee for so many German cameras, and so on). And when they paid in cash, they insisted on doing so in a special kind of "blocked" currency, the value of which could be redeemed only by purchases in Germany, and which, as traders slowly learned, would buy only what Germany wanted to sell when Germany was quite ready. The accumulation of unexpended "blocked marks" finally grew so great that Latin Americans began to realize that they actually constituted loans to the German government. Even before the British blockade was brought to bear, an anti-Nazi reaction was already setting in. Brazil and several other states were beginning to restrict German purchases, and to

hold up materials ordered by Germany.

But whatever the methods employed by Germany, it would be a mistake to underestimate the advantage and the importance of German trade in Latin America. Germans helped to stabilize prices over a long period by agreeing to buy much of the Latin-American surplus of raw materials—commodities which those states were desperately anxious to sell.

U. S. Program

The United States approaches Latin-American markets in a manner directly opposed to that of the German approach. The Nazis were primarily buyers. Americans are most interested in finding new markets for our own exports. Germans insisted upon closed barter agreements. The United States asks for reciprocal trade agreements based upon open and equal treatment for all.

Now the question arises—if the United States is to replace such important rivals as Germany in Latin American markets, how is it to be done? Obviously we cannot buy from Latin America all the materials which Germany bought. With large grain surpluses of our own, we can hardly buy Argentine corn and wheat. With an annual cotton surplus, we cannot very well buy Brazilian cotton. And so it goes.

The situation is further complicated by the fact that many Latin-American countries rely exclusively upon the export of one, two, or three raw materials for their prosperity. Bolivia, for instance, relies upon tin; Brazil upon coffee; Chile on copper and nitrates; Columbia on coffee and petroleum; Venezuela and Mexico upon petroleum; Cuba upon sugar; Honduras and Panama upon bananas, and so forth. This is generally a very unhealthy state of affairs. As long as these commodities are in demand, Latin America prospers. But when orders fall off, unemployment and depression result.

A further obstacle to increased trade is presented by the heavy foreign indebtedness of Latin America. Unscrupulous and incompetent governments in the past have saddled many Latin-American states with heavy public debts. Today only three states—Haiti, the Dominican Republic, and Argentina—are paying full interest on all their bonds. Most of the others are in open default. Someday this deadweight of debt may be cleared up but in the meantime it hangs like a dark cloud over the markets. Nations in default experience great difficulty in negotiating new financial aid. Those which are not, are so hard pressed to meet their obligations that they have little or no cash to spare for purchases in foreign countries.

Permanent Basis

These, then, are the difficulties which confront the United States in attempting to expand our trade in Latin America upon a permanent basis. If they are not overcome, all we can expect from the present situation is a repetition of the 1914-1919 war boom and its unhappy consequences. Can they be overcome? Can our increased trade be expanded upon a fair, permanent, and economically sound basis? Can we work out methods which will enable Latin America to pay for our exports?

Government and private experts in the United States believe that they can be. In Washington a coordinating committee of representatives of the Departments of State, Commerce, Agriculture, the Treasury, and the Export-Import Bank is at-

tempting to bring all plans together and sort out the best.

One particular aim is that of developing in Latin America commodities needed by the United States, and now purchased elsewhere. A few of these are rubber, quinine, manila hemp. The Department of Commerce has called in department store managers, asked them what they would be willing to buy in Latin America and at what prices; and then passed on the information to neighboring governments.

Another effort has been in the direction of providing some financial relief for those countries which wish to make purchases in the United States. The focal point of this effort is the Export-Import Bank in Washington, a government agency set up to facilitate the flow of foreign trade. So far Congress has shown itself unwilling to grant this institution all the funds asked for by the President, and thus the bank is short of funds. But already it has made credits totaling \$100,000,000 to Brazil, Chile, Cuba, Haiti, Nicaragua, Panama, Paraguay, and Uruguay. The Treasury, on its part, has made \$3,000,000 available to Brazil, by the sale of gold, and will furnish an additional \$57,000,000 in installments later.

Cooperation Essential

The United States hopes to provide faster and better communication with Latin America, and to facilitate means of exchange. Private business, airways, shipping lines, government agencies, and experts, are all at work on this important problem. A large increase in trade with Latin America will be achieved without doubt, if the war continues. But, as is apparent to all, much more than mere trade is involved. In its



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FINE SHIPS PLY THE SOUTH AMERICAN TRADE ROUTES

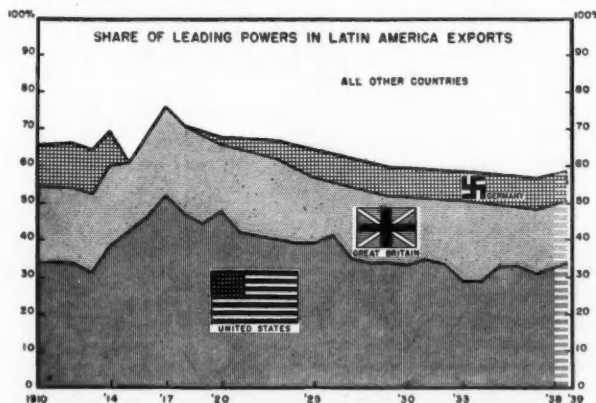
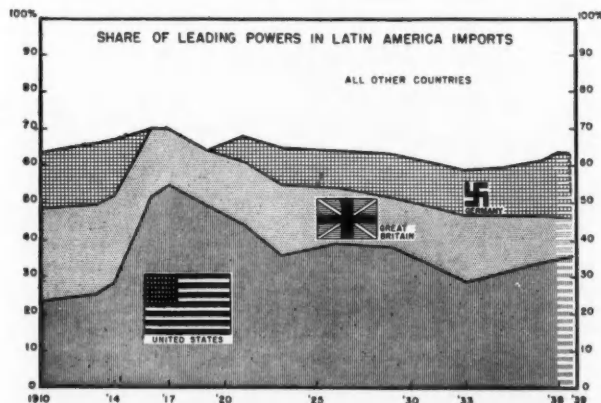
thorough and excellent study of Latin-American trade possibilities issued in September, the National Economic and Social Planning Association observed that

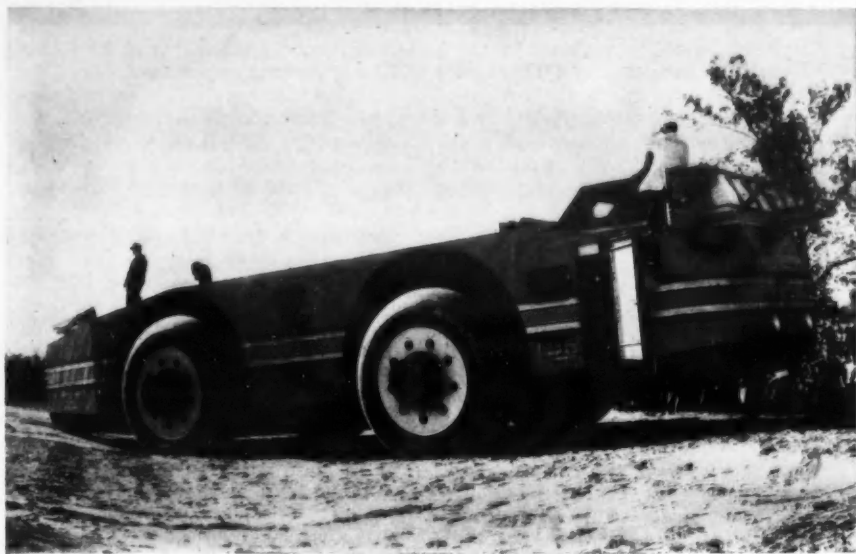
... it is essential that every opportunity of cooperation should be fully explored. Attempts to secure exclusive advantages should be replaced, as a matter of principle, by mutual advantage, which is basic to any fair system of trade. Such a system of trade is, of course, but a contribution to that genuine cooperation which arises from the creation of a community of interests not only among governments, but also among people themselves.

Questions and References

1. In what manner has the European war affected Latin-American markets?
2. What is the meaning of "barter"? Of "blocked marks"?
3. In what way does reliance upon one or two export materials weaken the economic structures of Latin-American countries?
4. What is the function of the Export-Import Bank? Where is it?
5. What, chiefly, do we sell to Latin America? What do we buy?
6. Do you think that Latin-American trade is of any more than economic importance to the United States? Why?
7. Which figure do you think most nearly approximates the total value of our Latin-American trade each year,—\$200,000? \$2,000,000? \$20,000,000? \$2,000,000,000?

(a) Making Friends with Latin America, by H. Herring. *Harpers*, September 1939, pp. 360-375. (b) Export Eldorado? by K. Hutchison. *The Nation*, October 14, 1939, pp. 412-413. (c) Coming Struggle for Latin America (abridged), by C. Beals. *Reader's Digest*, November 1938, pp. 111-127. (d) Americas Join Up, by C. A. Thomson. *Survey Graphic*, February 1939, pp. 145-147. (e) War and Our Latin-American Trade Policy, a pamphlet published by the National Economic and Social Planning Association, 1721 Eye Street, N.W., Washington, D. C., 25 cents.





READY FOR THE ANTARCTIC

The completed snow cruiser which Admiral Richard E. Byrd plans to take to the Antarctic when his expedition leaves this month. The cruiser is 55 feet long and is large enough to span crevices which would be impassable to ordinary vehicles. It holds eight persons comfortably and is insulated to shut out cold as severe as 80 degrees below zero.

WIDE WORLD

DOMESTIC

Neutrality Act

After administration leaders had pushed their revised Neutrality Act through the Senate by the surprisingly large vote of 63 to 30, they turned to the House. While they seemed sure that they had enough votes to win, it was admitted that the margin might not be so large as it was in the Senate. They claimed a majority of 15 votes, and although the opposition likewise claimed a majority, neutral opinion was that the bill would be passed.

As approved by the Senate, the bill had several important provisions. These included:

1. Repeal of the existing embargo against shipments of arms, munitions, and implements of war to belligerent nations.
2. Prohibition of American vessels carrying passengers and goods to the ports of belligerent nations, except possessions and territories of belligerents in specified areas far from the war zone. The President may extend combat areas through which American ships and passengers may not go.
3. All title and interest in goods shipped to belligerents or their agents must be transferred before such goods leave American shores. This does not include, however, such materials, other than arms and munitions, that are transported in American ships to ports permitted under the act.
4. Granting of credit to belligerent nations or their agents is prohibited, as is solicitation of contributions in the United States in behalf of belligerent nations, except funds collected by non-governmental organizations for relief purposes.
5. American citizens are prohibited from traveling on ships of belligerent nations except in accordance with rules issued by the President.
6. Arming of American merchant vessels is restricted, while use by any vessel of a belligerent of the American flag to escape capture is forbidden.
7. The President is given power to regulate use of American ports and territorial waters by foreign submarines and armed merchant vessels.
8. Munitions Control Board is continued as agency for licensing and regulating exports of arms, ammunition, and implements of war.

"City of Flint"

When the American merchant vessel *City of Flint* was stopped in mid-Atlantic recently by a German warship, no one disputed the Germans' right to search for contraband—goods necessary to warfare—in the *Flint's* cargo. And if the *City of Flint* definitely was carrying contraband worth a million dollars to Great Britain, then Germany had a right to take both the ship and its cargo to a German port, according to international law.

But the issue was confused when the *City of Flint* was taken to Murmansk, a Russian port. Russia has repeatedly claimed that she is neutral, so the United States insisted that Russia had no right to take sides by giving the captured ship the safety of her harbors unless she intended to let the United States regain control of the ship. The Russians, however, had a different interpretation of the law, and left the ship in the hands of the German captors, who proceeded to return to Germany with the prize. During wartime, of course, the belligerent nations can interpret

almost anything to be contraband material, subject to seizure in the blockaded regions on the seas. Germany and the United States will have to decide whether the cargo intended for Great Britain contained materials intended for military purposes.

So far the British and French themselves have taken 18 American ships for the purpose of searching for contraband which might fall into the hands of their enemies, while Germany has taken only three American ships. In the case of the *City of Flint*, however, the Russian connection as a "neutral" nation tangled the issue. The revised Neutrality Act, already passed by the Senate, contains a provision which will prevent the occurrence of such cases in the future. It prohibits American ships' entering specified war danger zones in which they may be seized.

"Sordid Procedure"

Rarely does President Roosevelt permit the newspapermen who attend his press conferences to quote him exactly. But, commenting on recent activities of the committee to investigate un-American activities, he allowed his phrase, "a sordid procedure," to be used. The next day, Representative Martin Dies, chairman of the committee, charged that Mr. Roosevelt's "continued unfriendliness" had grieved him, but it would not stop his work. Meanwhile, a hot debate over Mr. Dies and his methods had broken out on the floor of the House of Representatives.

The reason for this controversy was the publication of the names of more than 500 federal employees who were alleged members of the Washington branch of the American League for Peace and Democracy. The committee contended that it had proved the League was a Communist-front organization, and was dominated by Communists. The League, which claims a membership of 17,000 and branches in 110 cities, stoutly denied that it was anything but a democratic group, although it might have Communists among its members. Further dispute was engendered over the names contained on the list. There



REMEMBER WHEN WE USED TO BE AN ISSUE
HERLOCK IN WASHINGTON DAILY NEWS

The Week at Home

What the People of the World Are

was some doubt as to whether all the names listed were members, or whether some were merely on the mailing list. Some of those mentioned said they had been members, but had resigned; others denied that they had ever been members.

FHA in the Black

The Federal Housing Administration will be entirely self-supporting next year, according to a recent statement by its administrator, Stewart McDonald. Although the administration does not build houses, clear slums, or lend money for these activities, it does insure loans made for this purpose and so stimulates building and housing. In many cases a private finance company might refuse to take the risk of lending money for construction or improvement, were it not possible to insure these loans at a premium less than the interest rate of the loan itself. Until now the FHA deficits have been met by the Reconstruction Finance Corporation, but next year it is anticipated that the income from insurance premiums will amount to \$22,000,000 and adequately take care of the administration's \$13,800,000 outlay. Despite its comprehensive title, the FHA is just one of 11 federal agencies trying to promote the long-range building and housing



NEPTUNE MIGHT GET A JOB AS TRAFFIC COP
RAY IN KANSAS CITY STAR

a toll so heavy that farming is classed as more hazardous than any industrial job.

To help reduce the number of these accidents, the American Red Cross is distributing a list of hazards which should be eliminated.

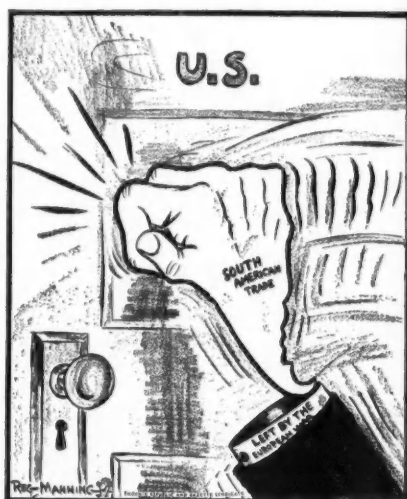


LOOK OUT FOR THE LAST STEP—IT'S A DANDY
HERLOCK IN PONCA CITY (OKLA.) NEWS

plan which was discussed in these columns two weeks ago.

Home Accidents

Last year 31,000 persons were killed by accidents which occurred in their homes. Over 140,000 persons received permanently disabling injuries. Slippery floors and skidding rugs caused falls which resulted in 16,000 deaths. Burns and explosions ranked second on the list of dangers. In rural sections, accidents with farm machinery and with ill-tempered livestock caused the most deaths—



OPPORTUNITY KNOCKS
MANNING IN PHOENIX (ARIZ.) REPUBLIC AND GAZETTE

With this list a person can correct the situations in his own home which might cause painful injuries or death. The lists are obtainable from every Red Cross chapter.

Food Stamps

There are seven cities in which the experiment known as the food stamp plan is being tried, but it was announced recently that there is a possibility of extending the plan to 100 cities by next summer. Checking the results of the plan up to now—it has been in operation about six months—the government finds that the families which are trying it spend about 25 per cent of their stamps for butter and 25 per cent for eggs. About 10 per cent of the stamps go for wheat products, and 31 per cent for fresh fruits and vegetables. The balance of the stamps are spent for miscellaneous items. It is estimated that if the plan were extended to the entire nation, it would open an annual market for 300 million pounds of butter, 352 million dozen eggs, 25 million bushels of wheat in the form of flour, 140 million pounds of rice, 227 million pounds of dry beans, and many trainloads of fruits and vegetables.

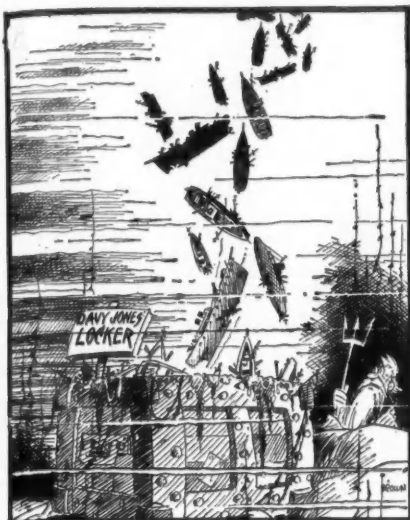
The food stamp plan, it will be recalled, was devised to see what could be done about giving the farmers an enlarged market for agricultural surpluses among the city families who were not getting enough to eat. In the experimental cities, persons on relief were given the choice of taking part of their pay in food stamps. For example, a man might choose to take \$30 of his \$60 paycheck in orange stamps. As an inducement, he was given \$15 worth of blue food stamps free.



POLITICAL CROP CONTROL
SEIBEL IN RICHMOND TIMES-DISPATCH

Home and Abroad

Are Doing, Saying, and Thinking



ONE PORT NOT BLOCKADED
BROWN IN N. Y. HERALD-TRIBUNE

The ratio was 50 cents' worth of blue stamps free for every \$1 worth of orange stamps which were taken in pay. A man could spend the orange stamps for any groceries which he wanted, but the blue stamps could be spent only for certain commodities, such as beans, butter, eggs, flour, or citrus fruits, which existed in surplus quantities. The grocer who accepted these stamps could turn them in for cash at the banks, which, in turn, got their money back from the government.

Youth Forum

Students are being given an opportunity to air their opinions in "Youth Questions the Headlines," which is broadcast every Monday evening at 9 o'clock, EST, by the National Broadcasting Company's Blue network. Each half-hour broadcast is divided between two groups of students in two widely separated cities. Asked a single question about some topic of current importance, each student is given an opportunity to state his opinion.

FOREIGN

Little Change

Little change in the international situation could be noted early last week. In north-eastern Europe, Finnish delegates had returned

home from Moscow for a second time, but the nature of Russian demands on Finland still remained a secret, and no decision had apparently been reached. Feverish diplomatic activity continued to keep the Balkan states in turmoil. Italians and Turks raced to gather together blocs strong enough to discourage Russian or German penetration. Fear of Russia was growing every day. Rumania, in particular, felt her zero hour approaching. The wildest of rumors circulated through Bucharest, and a joint German-Russian-Bulgarian invasion—to be followed inevitably by partition—was feared to be imminent. But with all this, nothing was certain. Suspicion and apprehension were everywhere.

In the west French troops had withdrawn from advance positions on German soil in the face of a short German offensive. Long-range artillery duels were maintained as French soldiers took up positions before the Maginot Line, but aside from that there was little activity. German loudspeakers turned toward French lines, blared forth merry French tunes, and called upon French troops to go home. French army officers frowned, turned guns upon the loudspeakers, but prepared to demobilize 100,000 men until they would be needed again.

Britain, Not France

The reasons for Germany's failure to launch heavy attacks upon France were clarified somewhat recently in a speech at Danzig by German Foreign Minister von Ribbentrop. Britain, not France, started the war, he said. Against Britain, and not against France, Germany was fighting. Most of the damage inflicted by Germany upon the Allies to date had been upon British naval units and upon British shipping. German sources claimed that 500,000 tons of British shipping had been destroyed. The British claimed no more than 210,021 tons had gone to the bottom. Either figure is substantial, however. Virtually all observers agreed that von Ribbentrop's words presaged a campaign to split the Allies by luring France away from Britain into a separate peace.

In Great Britain the feeling was growing that Russia would not remain neutral. The announcement that 1,000,000 tons of fodder and foodstuffs would soon be dispatched from Russia to Germany, a strong Russian protest against the British blockade, and a number of other incidents, have convinced many Britishers that Russia is more closely allied with Germany than appears on the surface. If Russia should go to war with Great Britain, it would be a very serious matter, not only be-



INT'L NEWS

THE WOMEN OF LATVIA READ THE NEWS

Russian troops marched into Latvia a few days ago, in accordance with the "agreement" which permits Russia to maintain naval bases on Latvia's Baltic coast. The faces of these Latvian women tell their own story as they read the news of the "nonaggression pact" which Latvia was forced to sign with Russia.

cause India, Iran (Persia), and Afghanistan lie along, or close to, Russia's Asiatic frontiers, but because Russia has a much larger submarine fleet than has Germany, and might be in a position to inflict considerable damage on Britain's position on the seas.

First Encyclical

The first encyclical of each new Roman Catholic Pope is always awaited with great interest, not only among the Catholics of the world, but outside the church as well. For in his first encyclical—or circular letter to all Roman Catholic bishops—the newly elected Pope sets forth policies which may suggest the attitude of the Vatican during his entire pontificate.

Because of a certain confusion which has existed as to Vatican policy toward world affairs, during the last few years, it has been with more than usual interest that the world has received the first encyclical of Pope Pius XII, who was elected only last March to succeed Pius XI. In conformity with long traditions, this 11,000-word document delivers the Pope's criticisms and observation in terms of understatement and generality, rather than with force and harshness. Yet it bore very strongly upon present international problems. The Pope spoke with sorrow of the sufferings of Poland. He spoke out strongly against extreme nationalism, restrictions upon spiritual freedom the world over. He deplored the imposition of the peace of the sword, the breaking of treaties, the use of force, and violence. The Pope also criticized doctrines claiming superiority of race or class which run directly counter to that "law of solidarity and charity which is dictated by our common origin and by the equality in the traditional nature of all men."

Political observers believe that the encyclical would make extremely unpleasant reading in official quarters of Berlin or Moscow. Although it had many kind words for Italy, the encyclical was confined by the Italian press to back pages, and only printed in a very much condensed form. Summing up, however, the encyclical presents the conclusion that the present spread of violence and economic unrest stems largely from spiritual uneasiness and uncertainty among all peoples of the world.

Lithuanians in Vilna

Bells pealed and crowds cheered throughout Lithuania recently, as customs posts along part of the former Polish frontier were heaped together in large bonfires. Vilna, the ancient capital of that small Baltic state, had been returned to Lithuania, and was being occupied by the army.

The importance of Vilna's restoration lies in its emotional, rather than economic, effect. For in medieval times, when Lithuania stretched all the way across eastern Europe, Vilna was its capital. Later, when Lithuania had vanished from the map as an independent state, Vilna became a shrine of nationalism and a symbol of past glories in the eyes of all Lithuanians. During the World War it changed hands many times until 1920, when it

was captured and held by Poland. With the collapse of the Poles, this fall, Vilna was occupied by the Soviets, who subsequently agreed to hand it back to Lithuania in return for certain military and economic concessions to Russia.

Lying between wooded hills, cut through by two placid rivers, Vilna is a picturesque city, famous for its 40 churches, mosques, synagogues, and old castles. Its 200,000 people, while predominantly Lithuanian, represent a mixture of races and religions. Vilna's ghetto is among the oldest in Europe—a rickety collection of tall, old houses, braced against one another by arches and buttresses to keep them from falling into streets which are often no more than two or three yards wide. That Vilna will once again be restored as the capital city of Lithuania seems very likely.

Canada at War

To many Americans it still seems hard to believe that the friendly, peaceful neighbor beyond our northern borders is a nation earnestly at war, and geared to a war economy. Yet it is so. In Quebec, recently, Canadians voted for the first time in an election in which war issues were paramount. Premier Duplessis, of that province, denounced military conscription, and staked his political future on the belief that the Quebec French Catholics agreed with him by calling a special election. Reversing their position in the World War, the Quebec people voted him out of office, thus removing the biggest political obstacle to prosecution of the present war.

In the meantime, the Dominion's entire economy has been subjected to centralized control as the government has clamped rigid restrictions on shipping, inland transport, currency, finance, prices, food, and other raw materials. Heavy taxes are already in effect. A strict censorship has been imposed which not only affects newspapers, radios, and so on, but the political speeches of candidates for election.

Canada apparently has no intention of sending half a million men overseas again, as she did 25 years ago. One army division only will be sent overseas according to present plans. But it is reported that the British government, in cooperation with Canada, plans to spend up to \$3,000,000,000 to establish a great empire war base in Canada, well out of reach of Nazi bombers.

The most striking plan, perhaps, is that which establishes training areas in the Dominion for the Royal Air Force. Britain now expects to send 25,000 aviators to Canada annually for training, and to construct many hangars, airdromes, air fields, and so on. At the end of the war, of course, all permanent equipment will have to remain in Canada, which offers the Canadians considerable opportunity in the way of expanding their air transport in the future. Canada is already well advanced in this field, her aircraft carrying more freight each year than those of any other nation. Centrally located, with coasts on two oceans, Canada may well become far and away the leader of the world in the development of commercial flying.



A. COSTA PHOTO

RUSSIA TO LITHUANIA

The ancient bell tower and cathedral of St. Stanislas in Vilna, city which has been returned to Lithuania by Russia. Vilna is the center of great confusion just now, since some 100,000 Poles have crowded into this former Polish area to escape both Russian and German armies of occupation.



AMERICA'S FIRST HIGH SCHOOL—THE BOSTON LATIN SCHOOL

Historical Backgrounds

By David S. Muzzey and Paul D. Miller

The Philosophy of American Education

IN no single field will the success or failure of the American Dream be more rigidly judged than in the realm of education. For one of the fundamental principles of the American system of education is that it shall be directed toward furthering the ends of democracy. The democratic experiment itself cannot work without the cooperation of education. It is for that reason, above all others, that the people of the United States have made education their largest single business, with an annual expenditure not far from two billion dollars.



DAVID S. MUZZEY

Nearly every American leader turned his attention to the problem of education as soon as the United States established itself as an independent nation. From Washington down the line, all had definite ideas and a carefully worked-out philosophy on education. They all recognized that upon the system of education which was established would largely depend the success or failure of the new republic. They all recognized the inadequacies of the educational facilities of the colonial period. A great majority of them insisted that popular education should be universal, supported by general taxation, running from the elementary school to the university. As Charles A. and Mary R. Beard point out in their "Rise of American Civilization," "A composite view of their ideas shows that, in their enthusiasm for new and revolutionary concepts, they far outran the commonality, anticipating in almost every phase projects a hundred years ahead of their day." The authors then summarize the purpose and content of the system of education:

In their view the prime end of education was to help realize the ideal of progress, raise the general level of well-being, bring all citizens within the range of the cooperative life, apply science to the service of mankind, prepare pupils for economic independence, instruct them in the duties of citizenship, instill in them republican principles, strengthen and enrich American nationality. As an instrument for the realization of such theories, freedom of thought—the foe of bigotry—was to be encouraged.

In those early days, however, America had little more than the philosophy of education. Progress in realizing these lofty ideals came slowly. The idea of establishing free public schools, even at the elementary level, did not immediately take hold. The New England states led the way in establishing free elementary schools, and were followed by the other sections of the country. Between 1800 and 1835, a number of experiments were undertaken in providing free education.

The extension of free education to the high school field did not take hold rapidly. While the first free high school was founded in Boston in 1635, by 1840 there were only two dozen in existence. The great expansion of high schools has taken place during the present century, with the high school population doubling every 10 years. The fact is that more than two-thirds of all American adults (21 years of age and over) have never been to high school at all; 87 out of every 100 have never completed high school; and less than three per cent have a college education. In another 10 years, this situation will have been drastically altered as a result of the progress now being made in increasing educational opportunities.

Present-Day Aim

As the nation pauses this week to take stock of its educational progress and problems, it would be well to consider anew the objectives of the American system of education and the role education plays in the broader picture of democracy in general. The President of the United States has given a meaningful statement of those objectives, which we quote in full:

Let us take note, as we again observe American Education Week throughout our nation, that education in our democracy teaches the practice of reason in human affairs.

I refer not only to education that may come from books. I include education in fair play on the athletic field and on the debating platform; I include education for tolerance through participation in full, free discussion in the classroom. Practice in the scientific method by our young people may be more important than learning the facts of science. From kindergarten through college our schools train us to use the machinery of reason; parliamentary practice; the techniques of cooperation; how to accept with good grace the will of a majority; how to defend by logic and facts our deep convictions. This is education for the American way of life.

Our schools also bring us face to face with men and women with whom we shall share life's struggles. In their lives and ours, struggle will never be absent; the struggle of every individual against the stream of life; the struggle and competition among individuals, groups, institutions, states, and nations. To the resolution of conflicts and struggles of life, democracy supplies no easy answer. The easy answer, the quick but incomplete answer, is force; tanks and torpedoes, guns and bombs. Democracy calls instead for the application of the rule of reason to solve conflicts. It calls for fair play in canvassing facts, for discussion, and for calm and orderly handling of difficult problems. These vital skills we Americans must acquire in our schools.

In our schools our coming generations must learn the most difficult art in the world—the successful management of democracy. Let us think of our schools during this American Education Week not only as buildings of stone and wood and steel; not only as places to learn how to use hand and brain; but as training centers in the use and application of the rule of reason in the affairs of men. And let us hope that out of our schools may come a generation which can persuade a bleeding world to supplant force with reason.

Personalities in the News

THIRTY years ago a union bricklayer was working his way through Leander Clark College in Toledo, Iowa, and finding time on the side to participate in athletics, be president of his class, and get married. That man was John W. Studebaker, who is today commissioner of education in the United States Department of the Interior and is quietly exerting a tremendous influence upon the nation's educational system. To him teaching is more than assigning lessons and marking papers; it is first providing every citizen, old and young, with the fundamental tools of self-education: reading, writing, and figuring. Next it is showing how to use the tools, how to find out both sides of a controversial question, talk it over, and finally reach an independent decision.

Dr. Studebaker is less concerned with whether a high school graduate can conjugate the French irregular verbs than with whether he is fitted to be a good citizen. "There are problems on the child level which children can solve by the democratic process," the commissioner says, "and an increasing measure of student self-government in schools is training for more genuine and effective participation in government after school."

The transition from bricklayer to educator came in 1910, when Dr. Studebaker was graduated from college and appointed principal of a small high school. In the next six years he headed two schools, won a Master's degree at Columbia University, and became national director of the Junior Red Cross. In this capacity he went to Europe in the last year of the war to aid school children in the stricken areas. In 1919 Dr. Studebaker was appointed superintendent of schools in Des Moines, Iowa, and his fame began to spread.

Soon teachers were hearing of special classes in Des Moines for slow-learning boys and girls, of facilities available to crippled children. They began to hear of Dr. Studebaker's school-health plan, and the plan to give equal pay to teachers of equal qualifications, regardless of the grade they taught. Finally the White House heard that better education was being dispensed in Des Moines at less cost per pupil, and almost exactly five years ago, Dr. Studebaker began his present work.

The commissioner has a small budget, but he is satisfied. He has great faith in local education, and much of his work is experimental, designed to show communities how easy it is to organize adult forums, how local radio discussions can be arranged, how motion pictures can be used in the classroom. He cooperates with state officers of education, and keeps teachers informed of new facts and developments in their fields.

Education he sees as a prerequisite to democracy and "an education for democracy cannot, in my opinion, confine itself to children," he says. He has been a strong advocate of adult education, and has increased vocational guidance, furnished additional library facilities to the public, and arranged for coast-to-coast educational broadcasts.



HARRIS AND EWING

JOHN W. STUDEBAKER

THIS week—on November 11—the people of Italy will celebrate the seventieth birthday of a man who stands high in their respect and affections, but of whom the rest of the world has heard little during the past 17 years. He is Victor Emanuel, the sad, human little king whose quiet, scholarly manner offers little reminder of his impressive titles—King of Italy and Albania, Emperor of Ethiopia, and head of the ancient House of Savoy. Obscured for many years behind the bulk of Premier Mussolini's importance, the king has only recently begun to emerge as a hero and leader among his own people.

Although born into a royal household, Victor Emanuel started life in the face of severe physical handicaps. He was small of stature, weak, and sickly. For years he had to wear a steel jacket. Yet he strove with a certain amount of courage to overcome these infirmities—insofar as it was possible—by forcing himself to exercise, by climbing mountains, hunting, and yachting.

In the year 1900 Victor Emanuel ascended the throne upon the death of his father. Charting the course of weak and vulnerable Italy through Europe's troubled waters taxed the king immensely. Two of his decisions had outstanding effects upon Italy's recent history. The first brought Italy into the war on the side of the Allies in 1915. The second permitted the premiership of Italy to go in 1922 to a socialist agitator, Benito Mussolini.

The world is generally familiar with the small part played by the king since that time. With all affairs in the hands of Mussolini, who insisted upon being the one and only law of the land, the king was



WIDE WORLD

KING VICTOR EMANUEL

confined largely to his scholarly pursuits, to collecting coins, and to the writing of a six-volume study of Italian coins.

Yet, to the people of Italy Victor Emanuel gave a sense of continuity, and a feeling of unity and allegiance which Mussolini, engaging in every political dispute, could never command. His human qualities, his dignity and sincerity were such that they transcended the limitations which Mussolini attempted to impose upon him. Almost unnoticed by foreigners, his influence and power have slowly gained strength.

Today his position and prestige are probably higher than at any time since Mussolini's appointment as premier. It is now widely believed that Victor Emanuel told Mussolini that he would not consent to Italy's entering the war on the side of Germany. On the side of the king, and his son, Prince Umberto, a number of Italy's highest ranking army officers have lined up.

Whether these reports are strictly true or not, they are accepted in Italy, and they are having a most important effect in that land. Mussolini, long the man of direct action, has hesitated, and the king stands firm. Victor Emanuel, it is said, has made the third of his important decisions as King of Italy. If the fascist party should attempt to run counter to his express wishes, it is very probable that he would abdicate, with results to Italy and Mussolini which are alarming to all concerned.



THE STUDENT FORUM OF THE HAMMOND HIGH SCHOOL, HAMMOND, INDIANA

Forum Successful Among Students Of Hammond, Indiana, High School

THE Student Forum as carried out in Hammond High School, Hammond, Indiana, during the school year 1938-1939 is an excellent example of a project that can be undertaken by any student association. The story of its inception and execution should prove interesting and inspirational to other groups.

Hammond High School, of 2,000 pupils, has a well-organized student association. Its officers are elected in the spring of the year for the next school term. In the spring of 1938 a small group of alert social studies students became interested in the forum idea for young people. One of their number, making the organization of a student forum the main plank in his campaign program, was elected association president. He made good his pledge.

At the opening of the fall term in 1938, with the help of a sympathetic and interested faculty adviser the president launched the student forum. The forum program was chosen from a questionnaire sent to all junior and senior social studies classes to ascertain the type of subjects the pupils wished to discuss.

Meetings were held once every three weeks for one hour after school. Attendance was voluntary and usually limited to juniors and seniors. For each meeting an "expert" in the particular subject was secured, who spoke for half the period. The last half was all too short for the questions asked by the audience. Speakers were secured at no great difficulty. Local men gladly gave their services; the Community Forum loaned some of their speakers, and the superintendent of schools was very helpful in securing speakers.

To stimulate interest in the topic and prepare for a more intelligent participation in the forum, a guide sheet containing an outline of the subject and suggested reference readings was given to each social studies teacher at least a week previous to the meeting. The year's program consisted of these topics:

1. Can We Stay out of Another European War?
2. Characteristics of Communism and Fascism.
3. The Menace of Propaganda.
4. Science Review.
5. Crime Prevention.
6. Is Our Democracy in Danger?
7. Youth in the World Today.
8. Driver's License and Highway Safety.
9. The European Puzzle.
10. Shall We Have an Anglo-American Alliance?

Was the forum successful? Most decidedly yes. Student reaction was most gratifying. The type of questions asked showed that young people of today are keenly interested in current problems. Visiting speakers commented on the active and intelligent interest shown by their student audience. The success of the forum is attested by the fact that all the association presidential candidates of this year made the continuance of the forum

their principal campaign pledge. Graduating seniors have indicated their desire for a community youth forum to give young people an opportunity to continue group consideration of current topics.

Such an experience is a direct contribution to the educational experience of the high school pupil. The forum as thus conducted helps to vitalize and supplement classroom discussion. It gives to the student a definite interest in public affairs as a young citizen. It prepares him for active participation in adult forums. It is a step forward in securing an interested and aggressive citizenry. Certainly a student association could undertake no more profitable and stimulating project than this.

—THELMA ROBISON, Social Studies Teacher

"I Hear America Singing"

Walt Whitman, discarding meter, rhyme, and verse form, began a new era in American verse, one which is still in progress. The following lines are typical.

I hear America singing, the varied carols I hear,
Those of mechanics, each one singing his as it should be blithe and strong,
The carpenter singing his as he measures his plank or beam,
The mason singing his as he makes ready for work, or leaves off work,
The boatman singing what belongs to him in his boat, the deckhand singing on the steamboat deck,
The shoemaker singing as he sits on his bench, the hatter singing as he stands,
The woodcutter's song, the ploughboy's on his way in the morning, or at noon intermission or at sundown,
The delicious singing of the mother, or the young wife at work, or of the girl sewing or washing,
Each singing what belongs to him or her and to none else,
The day that belongs to the day—at night the party of young fellows, robust, friendly,
Singing with open mouths their strong melodious songs.

• Vocational Outlook •

Teaching

TEACHING is a profession to be entered into with both eyes wide open, for it is demanding an increasing amount of specialized training and in return paying exceedingly low salaries. Moreover, it is a profession which has virtually ceased to expand, numerically, and for every five teachers working today, there is one unemployed teacher waiting for a job.

There are now some 1,000,000 school teachers in the United States. More than four-fifths of these are women, but since 1920 the proportion of male teachers has steadily increased, and reports indicate that men as a rule have less difficulty than women in securing teaching positions.

The field of education is so broad that anyone entering it should decide as soon as possible on his goal. Chaucer said of his teacher, "gladly wolde he lerne, and gladly teche," and every school teacher today is expected to do a considerable amount of "learning," even after securing a job.

The diverging goals and requirements of different levels of education should be clearly understood. The primary teacher is concerned with molding a child's habits and attitude, and the intermediate teacher lays the foundation for an academic education. The junior high school teacher is called upon to exert considerable influence on school life, whereas by senior high school the pupil's most formative years are passed and the teacher may confine herself more to her specialized subject.

Almost exactly two-thirds of the nation's teachers are employed in elementary schools. Two years of posthigh school training was once the only requirement for entering this field, and although that is still the case in some states, the trend is now toward four years of college or normal school. Even this is less than the requirement for beginners in high school teaching, who must have five years of college training and a thorough familiarity with their specialized subjects as well as with teaching in general. What the elementary school teacher lacks in formal erudition she must make up for in that intangible attribute known as "personality."

There are some 1,200 teacher-training schools in the country, and it is possible at many colleges to take courses which will lead to a certificate. Each state has different rules and standards for teachers, but all require some form of certificate, and high school teachers are often required to have a certificate for each subject they wish to teach. It is therefore advisable to major in more than one subject at college.

The practice of paying teachers according to the grade they teach, with the kindergarten teacher receiving the smallest check, still obtains in many states, but the trend is toward the "single salary," whereby teachers of equal training receive equal compensation. This is a logical corollary to the policy of employing highly

trained teachers in kindergartens and elementary schools, and it may be mentioned here that this is one of the few fields in education which has not yet reached the saturation point and which still is expanding.

The larger part of those teaching school today are employed in rural areas, and rural wages are not good, ranging from \$370 to a top of \$1,397 for married men. The median for all rural school teachers, high school as well as elementary, is \$750. To improve the condition of rural teachers many states are eliminating some positions by consolidating school districts and paying a better wage to the teachers who are retained.

Urban salaries are in fairly direct ratio to the size of the city. Last year more than half the kindergarten teachers in cities with more than 30,000 population received more than \$1,600, and for high school teachers this figure represented a virtual minimum, while the maximum was around \$2,800.

Despite 200,000 jobless teachers, school boards annually find themselves faced with a shortage of the type of highly specialized teachers they need. The trained kindergarten teacher, the agricultural expert, the home economist, the teachers



THE TEACHER

trained in the new vocations, such as aeronautics, school health, physical education, sheet metal work, and other industrial activities, stand a much better chance of getting ahead in teaching than the students who have wandered, or allowed themselves to be pushed, into education. Those who see in the classroom a sinecure would do well to observe the large amount of work their own teachers do in their spare time and vacations, and to observe briefly the new trend toward checking and grading the work of teachers, now under way in Pennsylvania and New York. Although it is gradually improving, the school teacher's job should not be coveted without a thorough understanding of what it entails. It offers a certain dignity and standing in the community, it affords an opportunity to contribute to the nation's growth and enlightenment, but it is hard to obtain, and when obtained its return is slight.

- Do You Keep Up With the News? -

(For answers to the following questions, turn to page 2, column 4)

1. Carl Sandburg, who recently received a medal for distinguished work in a field which interested Theodore Roosevelt, has (a) written a biography of Abraham Lincoln, (b) organized a volunteer cavalry regiment in France, (c) spent most of his life in Cuba, (d) explored the Amazon.

2. Daladier is premier of France with the portfolio of foreign minister. Who holds the equivalent position in Russia?

3. Earl Browder, Communist leader, was recently arrested in connection with (a) labor riots, (b) a murder in New York, (c) un-American activities, (d) forged passports.

4. On September 1, the town of Vilna belonged to _____, but was later captured by the armies of _____, and still later ceded to _____. Fill in the three countries.

5. People have serious faces when they speak of plans for "M-Day," because the "M" stands for _____.

6. The CIO United Automobile Workers, who started the wave of "sit-down" strikes in 1936, recently experimented with another type of strike. What is this type called?

7. One of the six senators who voted against American entry into the war is still in the Senate and gave his support to the New Deal



neutrality amendment. He is Senator (a) Borah, (b) LaFollette, (c) Norris, (d) Lodge.

8. There are now (a) 211, (b) 326, (c) 891, (d) 1,067 ships in the United States Merchant Marine.

9. One of these Chinese is in favor of ceasing hostilities with Japan and is regarded as a traitor by many of his fellow citizens: (a) Wang Ching-wei, (b) Chiang Kai-shek, (c) Chen Shao-kuan, (d) Sun Yat-sen.

10. It was founded in 1874. Its headquarters are in Berne, Switzerland. It has successfully facilitated the passage of mail between countries, speeding the service and bringing reductions in postal rates. What is its name?

11. Workers engaged in interstate commerce now work (a) 40, (b) 42, (c) 44, (d) 48 hours a week.

12. Kyosti Kallio is a farmer, but he is better known as the president of _____.

13. A year and a half ago President Roosevelt called for an "Intergovernmental Committee" representing 32 nations to find a solution for the problem of (a) international aviation, (b) war debts, (c) traffic in narcotics, (d) political refugees.

14. Colonel Philip B. Fleming was recently made head of what federal agency?

15. When the President recently warned against "shortcuts to Utopia," he was referring to what recurring issue?

16. The number of governmental bodies with taxing powers in this country has decreased since 1934. True or false?

National Education Week Is Observed

(Concluded from page 1, column 1)

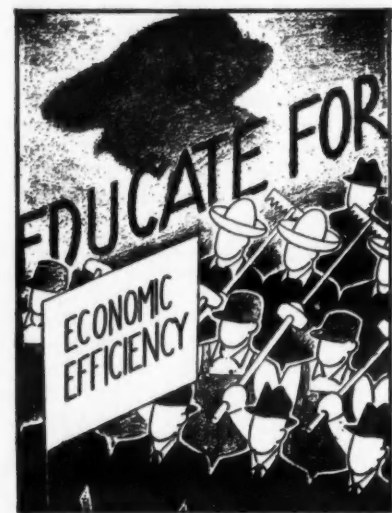
crime. It means that these young people are not being helped to find work which they can do well and which they will enjoy. They will be unadjusted in the vocational life. Not only that, but, as Dr. Floyd Reeves, head of the American Youth Commission points out, they may create a serious political problem, for they will be dissatisfied, while at the same time uneducated in dealing with political problems. Hence they may join destructive forces. They will tend to render American political life less stable.

No One Remedy

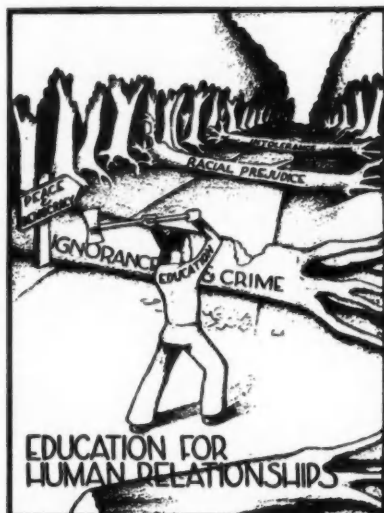
But what are we to do about it? There is no use to talk about a problem unless our discussion brings us to the point of inquiring concerning remedies. There is, of course, no one remedy for the situation we have outlined.

Probably this problem of furnishing edu-

cational opportunity to all cannot be fully solved so long as there is so much poverty in the land. In part, then, the problem is one of raising the level of economic welfare in the nation. There are certain classes of the population which are especially neglected from the standpoint of education. For example, the study which was made by the American Youth Commission in Maryland shows that only 15 per cent of the children of farm laborers go to school beyond the eighth grade. About 35 per cent of the children of unskilled laborers go beyond the eighth grade. Nearly 60 per cent of the children of semi-skilled workers get into high school, or at least they go beyond the eighth grade. About 65 per cent of the children of skilled workers get into high school. More than 85 per cent of the children of those whose parents do managerial work get to high school, and more than 90 per cent of the children of persons in professional and technical work go beyond the eighth grade. Naturally there will be inequality of educational opportunity in America until a situation is created under which farm laborers and unskilled workers in general enjoy higher standards of living. How this result can be obtained is a big question and one which, in different forms, we shall deal with from time to time in this paper.



(From a poster by Milton Lazarus, High School of Commerce, San Francisco, California.)



(From a poster by Robert Coomber, George Washington High School, San Francisco, California.)

about them, in manual or mechanical work of one kind or another. Educators who have studied the matter believe that from a fourth to a half of all the young people find little interest in books, but while not interested in books they may find great interest in manual and mechanical things and in many other activities.

A Wider Variety

There is, therefore, a strong movement in the high schools to give students a wider variety of choice. Many schools are giving a great deal of attention to personality and character training; to home economics for girls and manual and mechanical work for boys; to courses which give musical training and training in the other arts. In other words, they are extending the curriculum so that practically all students may find something interesting and helpful, and they are spending much time in helping boys and girls to discover their interests and to discover where their chief abilities are. They are helping to guide students so that they may make the best possible choices of subjects in school and the best possible choices of vocations. Many schools are also helping their students find suitable jobs when their schoolwork is over.

Here, however, we come to two difficulties. One is that it requires rare skill to develop these newer courses and to make them work really well, and the other is that it costs money to provide in each school training which will be helpful to every student, giving to each one that which he most needs. This brings us to the problem of finance. Can we in America afford to pay for schools which will give a high school education to all our youth, giving to each one that which he most needs? In answer to that question, these observations may be made:

1. There are certain parts of the country, certain sections in some of the states, certain school districts in nearly every state, which are so poor that they cannot give this kind of schooling to all the young people. If our educational opportunities are to be extended as we wish, it

will be necessary to find means by which these poor sections can be helped by the more fortunate sections. Certain states have handled the problem by a change in the taxation unit. No longer does each school district raise money for the support of its own schools. Instead, all the people of a larger section, perhaps the whole state, are taxed enough so that schools may be maintained for all and the money is distributed in such a way that even the poorest sections may have good schools. Many believe that this plan should be extended still farther and that the federal government should make contributions of money for the support of education in states or sections which are poorer than the average.

System of Taxation

2. We cannot support the kind of schools which have been described unless we adopt the best possible system of taxation. Most of the states support the schools chiefly through one kind of taxes—the general property tax; that is, a tax on houses and factories and land, whether farm land or city property, and in general all kinds of property which are out in the open. This does not include stocks and bonds and money and properties which are easily concealed, or intangible. Communities which depend almost wholly on the general property tax to support their schools frequently find that they impose taxes as heavy as the property owners can possibly bear, and yet they do not have enough money properly to support their schools.

The answer to this difficulty is that better plans of taxation must be devised. There are many other kinds of taxes, income taxes, sales taxes, corporation taxes, excise taxes of various kinds, gasoline taxes, and many others. Some of them may be good and others not so good; some fair and others unfair. But out of the whole list it is possible to devise schemes of taxation under which communities can get together enough money to support the kind of schools they need.

In the nation as a whole, we now spend only three per cent of the total income for education, for both elementary and high schools. We spend less for education than for cosmetics, no more than we spend for tobacco and candy. We spend a fifth as much on education as on passenger automobiles. If we can devise fair plans of taxation, it will be possible to support universal education of a type which will offer opportunities for all young Americans. This will be the best insurance we can possibly provide for the happiness of our people, for the stability of our industry, and for the continued strength and greatness of our nation.

If the students of any class, or if

members of a class, wish to take this problem of education for all as a project, they may render a great service to their communities and to the country. As a first step they may study their own local school budget, taking account of every item of expense spent for education in their community. They may obtain this budget from their principal or superintendent. They may then find out exactly where the money comes from, what kind of taxes are levied in their communities. They may interview their teachers, their principal or superintendent (each student should not attempt to do this, of course, but committees may be selected for the various interviews). They may talk also with the prominent taxpayers so as to find out what the real problems are. They may then study books or pamphlets on taxation and discuss among themselves, and with the persons they interview, plans of taxation which, if adopted, would help solve the financial problem of education in their own community. The findings of these committees may then be discussed in the classroom and each student may form his opinions in the light of carefully sifted evidence.

Questions and References

1. What proportion of the young people of the United States who are of high school age are attending school?
2. What proportion in the typical state of Maryland are permanently out of school at the age of 16? 17? 18?
3. What proportion of those out of school have jobs?
4. What classes of the population are particularly lacking in educational opportunity?
5. What can be done to bring educational opportunity to sections of the population which are too poor to support schools?
6. What changes in tax laws are necessary if schools are to be properly supported?
7. What changes in the high school curriculum are needed if all boys and girls are to be helped by the schools?
8. What can the students of your class do to help solve the problems of education and the support of the schools?

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Smiles

"Did you know that our new maid stole two of our towels?"
"Is she a thief? Which ones did she take?"
"The two marked 'Pullman' and 'Y. M. C. A.'"
—CAPPER'S WEEKLY

"Hello, is this the city bridge department?"
"Yes, what can we do for you?"
"How many points do you get for a little slam?"
—TRANSIT NEWS

The bargain hunter who buys cheap hosiery certainly gets a run for her money.
—PAPER PROGRESS

"Any complaints?" asked the orderly officer, looking in at the men's mess.
"Yes, sir," said a young private; "the bread's all wrong."
"What's wrong with it?"
"Well, it defies the law of gravity, sir. It's as heavy as lead, but it won't go down."
—PIPE PROGRESS

Critic: "You have made your hero too hot-headed, I'm afraid."
Writer: "How do you mean?"
Critic: "Well, he has a lantern jaw to begin with. And so his whole face lit up. His cheeks flamed; he gave a burning glance, and then, blazing with wrath and boiling with rage, he administered a scorching rebuke."
—TYPE GRAPHIC

Reader: "I wonder what became of the dime novel?"
Literary Critic: "They're selling it for \$3 now."
—WASHINGTON POST

A man went into the barber shop and, seating himself in the chair, said, "Cut all three short."
"What do you mean?" asked the barber.
"Hair, whiskers, and chatter," was the reply.
—FROTH



"The way they figure up their check, we owe them three dollars—and they can prove it!"
BROWN IN MACLEAN'S MAGAZINE